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ABSTRACT

The second-year (1980-81) evaluation of the Austin Independent School District's court-mandated comprehensive desegregation remedy affecting Black and Mexican American students, focuses on broad questions relevant to the systemwide impact of the desegregation order. Chapter I presents names of persons who have been provided portions of the design for review and comment. Chapter II describes the program and related evaluation activities. Chapter III states all the decision questions and relates them to the evaluation questions and objectives and to their data sources. Chapter IV states that desegregation-related information needs cannot be anticipated at this time. Chapter V specifies the means of information dissemination, date of distribution, and persons receiving the information. Chapter VI lists each information source, population from which obtained, date of collection, and analysis techniques. Chapter VII is a timeline for data collection. Chapter VIII summarizes evaluation work estimates by position for each aspect of the evaluation. (CM)

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EVALUATION DESIGN
District Priorities--S
Systemwide Desegregation

Fall, 1981

Austin Independent

School District

Texas

RC013102

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EVALUATION DESIGN: ESAA/ District Priorities-- Systemwide Desegregation

Fall, 1981

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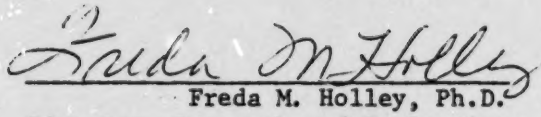

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EVALUATION DESIGN REVIEW FORM

The individuals listed below were provided opportunity to review this design and provide input prior to publication.

The Superintendent's Cabinet

Lee Laws
Director of Federal and State Applications and Compliance

Ann Cunningham
ESAA Administrator

Dan Robertson
Desegregation Specialist

AISD Evaluation Advisory Committee

II A

PROGRAM SUMMARY

On August 7, 1970, a lawsuit was filed in Federal District Court under authority of the Civil Rights Act of 1964 by the United States against the Texas Education Agency and seven school districts, including the Austin Independent School District. The complaint alleged that "the AISD was operating a dual school system based on race and was discriminatorily assigning Mexican-American students to schools identifiable as Mexican-American schools or as schools intended for only black and Mexican-American students" (Memorandum opinion and order, p. 1). In the memorandum opinion and order filed by United States District Judge Jack Roberts on November 5, 1979, the Court found that the AISD's past segregative actions have had systemwide impact as to the segregated Black housing patterns in Austin and the segregation of Black students in AISD schools, plus substantial impact as to Hispanic students in East Austin. The Court, therefore, ordered the institution of a comprehensive desegregation remedy, including Hispanics in East Austin, to be in full operation by the beginning of the 1980-81 school year.

Two primary goals, as specified by the Court, are taken from the published order:

1. "... (To enhance) equal educational opportunity for students of all races and national origins, yet tempered by a realistic and genuine concern for minimizing the disruptions of the lives of the individuals and families involved... (; and--)

2. "... (To continue) making the decisions concerning school site locations, school capacity and construction, and school attendance zones with a view toward promoting maximum lasting integration" (pp. 50-51).

The plan (known as "Plan A"), continues to be implemented by AISD. It includes the following features:

a. The establishment of a system of paired elementary school districts, so that one of the pair serves all children in grades one through three for both schools while the other serves all children in grades four through six;

b. An adjustment of the "feeder" pattern for district junior and senior high schools to achieve acceptable distributions of majority and minority students on the secondary level;

c. The exclusion of all kindergarten children from reassignment outside of their neighborhood elementary school districts; and

d. The discontinuance of the sixth-grade centers.

AISD also carries responsibility for program commitments to accompany the student reassignment plan. Some of these commitments include:

a. The implementation of innovative programs designed to aid minority students, including bilingual-bicultural education;

b. The retention of the current majority-to-minority transfer policy for students with free transportation.

In the area of administration, faculty, and staff, AISD has made the commitment to continue affirmative action recruitment and employment efforts, including a survey of its divisions and departments to determine areas where minority representation needs improvement.

In the area of construction and attendance zones, the District has made the following commitments, which include consultation with the Tri-ethnic Committee:

a. The District is to select sites and construct schools to prevent the recurrence of the dual school structure and to maximize integration; and

b. The District is to alter and to draw attendance zones to promote desegregation.

IIB

EVALUATION SUMMARY

The evaluation described in this design combines resources from the District's ESAA Out-of-Cycle grant with local funds for the collection, analysis, and dissemination of information relevant to the Districtwide effects of the desegregation order described in the preceding section. This is the second year of the evaluation. As in the first year, this evaluation will focus on broad questions relevant to the sytemwide impact of the desegregation order rather than on the specific activities funded from the ESAA grant.

Student Achievement

Again, the desegregation evaluation will assess the impact of desegregation on the achievement of AISD students. Do reassigned students achieve at the same level as nonreassigned students?

The first year's findings indicated that nonreassigned minority students generally made greater achievement gains than their reassigned peers, while reassigned Anglo students scored as well or better than nonreassigned Anglos. Undoubtedly, however, there were classrooms where reassigned minority students achieved at higher levels than might have been expected. One part of the evaluation will attempt to identify effective practices in those classrooms which might be used to improve the achievement of reassigned minority students in other classes.

School Leavers

"White flight" to suburban and private schools in the wake of desegregation is a frequently addressed topic. One part of the evaluation will take a look at the more general problem of school leavers, especially the dropouts and "pushouts." How many students leave the district annually? How many of those do not go to another school? Can students at high risk for dropping out be identified before they leave school?

Faculty/Staff Recruitment Plan

The consent decree requires the District to continue its efforts to meet the goals of the Faculty/Staff Recruitment Plan. The final major area of the desegregation evaluation will be the evaluation of the Plan and the District's progress in meeting its goal.

Much of the evaluation data used will be taken from already established data sources within AISD such as the achievement files of Systemwide Evaluation, the Student Master File, and the Employee Master Record File. At the school level data collection may include informal classroom observations, interviews with school personnel, and the collection of information from school records.

The staff assigned to carry out the evaluation consists of an evaluator, two half-time evaluation interns, an evaluation assistant, a programmer, and a clerk-typist.

III A
DECISION QUESTIONS ADDRESSED

D1. Does the District need to make additional efforts to meet the achievement needs of students affected by desegregation?

D2. Should the District invest in professional development to inform elementary teachers about classroom activities related to higher achievement among reassigned minority students (if such activities can be identified)?

D3. Should the District provide additional attention to the identification of potential dropouts and to developing programs to keep them in school?

D4. Should the Austin Independent School District increase its efforts to provide equal employment and equal promotional opportunities to all individuals?

III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
D1. Does the District need to make additional efforts to meet the achievement needs of students affected by desegregation ?			D1-1. What were the trends in achievement in AISD in 1981-1982?	a) Sytewide Testing Technical Report
			D1-2. Did students who were reassigned as a result of the desegregation process achieve at the same level as students in the same schools who were not reassigned?...as students in schools which were not affected by desegregation?	a) Iowa Tests of Basic Skills b) Sequential Tests of Educational Progress
			D1-3. Were some schools more effective than others in boosting student achievement?	a) Iowa Tests of Basic Skills b) Sequential Tests of Educational Progress
			D1-4. Is there a relationship between course selection by students (e.g., the percentage of students taking social studies classes) and the continuing decline in social studies achievement scores?	a) Sequential Tests of Educational Progress
			D1-5. Have there been changes in teacher attitudes and practices during the second year of desegregation?	a) Teacher Telephone Interview

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III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
D2. Should the District invest in professional development to inform elementary teachers about classroom activities related to higher achievement among reassigned minority students (if such activities can be identified)?			D2-1. Can elementary classrooms be identified in which reassigned minority students made much lower and much higher than expected achievement gains in 1980-81?	a) Iowa Tests of Basic Skills.
			D2-2. Do particularly effective and ineffective classrooms differ on such variables as size, percentage of low-income students, average achievement level, etc.?	a) Student Master File
			D2-3. Do the teachers in particularly effective and ineffective classrooms differ on such variables as age, number of years of experience, highest degree earned, etc.?	a) Employee Master Record File
			D2-4. Can classroom activities or practices be identified which distinguish between the especially effective and ineffective classes?	a) Informal Classroom Observations b) Teacher Interview c) Principal Interview
			D2-5. Were there differences in the professional personnel evaluation ratings given to teachers in particularly effective classrooms compared to those received by teachers in ineffective classrooms?	a) Teacher Evaluation Form

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III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
D3. Should the District provide additional attention to the identification of potential dropouts and to developing programs to keep them in school?			D3-1. What procedures are followed to collect, record, and update enrollment data in AISD?	a) Interviews with District Employees
			D3-2. What are the reasons for withdrawal given on the student master file?	a) Interviews with District Employees
			D3-3. Are there trends in the numbers of students leaving AISD in recent years?.... ....in the reasons they leave?	a) Student Master File
			D3-4. Can available information be used to identify students who are likely to drop out of school?	a) Student Master File
			D3-5. When a group of students is followed for several years, what do the findings reveal about: a) the number who drop out, b) the number who graduate, c) the number who drop out, then drop back in, d) the number who drop out during the summer compared with the number who drop out during the school year.	a) Student Master File b) School Records

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III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
			CONTEXT	
D4. Should the Austin Independent School District increase its efforts to provide equal employment and equal promotional opportunities to all individuals?	December 1981	December 1981	D4-1. What are the ethnic percentages of students in Texas and AISD?	a) Student Master File b) Texas Education Agency
			D4-2. What are the ethnic and sex percentages of teachers in Texas, AISD, and the nation?	a) Employee Master Record File b) Texas Education Agency c) National Education Association
			D4-3. What are the ethnic and sex percentages for administrators for the school year 1980-81?	a) Employee Master Record File
			D4-4. What are the trends in employment by ethnicity over the years?	a) Employee Master Record File b) Office of Research and Evaluation Report (Publication No: 80.59)
			D4-5. What are the trends in the student population for AISD and Texas over the years?	a) Student Master File b) Texas Education Agency
			D4-6. How many teachers were certified in 1980-81 by ethnicity and subject area?	a) Texas Education Agency
			D4-7. How many student teachers by ethnicity were in the school district in 1980-81?	a) AISD Department of Staff Personnel

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III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
			D4-8. How many students are in the education department at U. T. by ethnicity and sex?	a) College of Education (U.T.)
			D4-9. How many teachers are leaving the district by ethnicity and sex?	a) Employee Master Record File
			RECRUITMENT AND HIRING	
			D4-10. How many applicants (by ethnicity and sex) a) interviewed on campus, 1. completed application, 2. were offered a position, 3. were hired. b) interviewed in office, 1. completed application, 2. were offered a position, 3. were hired. c) were hired again on a grant contract?	a) Department of Staff Personnel
			D4-11. How many student teachers in the special program (Dillard, Jarvis and Pan American) were offered positions and hired by ethnicity?	a) Department of Staff Personnel

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III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
			D4-12. How many bilingual teachers a) were interviewed, b) made application, c) were offered a position, and d) were hired?	a) Department of Staff Personnel
			D4-13. How many minority persons were hired into "Highly Visible positions?"	a) Employee Master Record File
			D4-14. Were the 1980-81 goals met for AISD at the school and division levels?	a) Department of Staff Personnel

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IV A

INFORMATION NEEDS

Desegergation-related information needs by ESAA Program staff and others will undoubtedly arise. Their exact nature, however, cannot be anticipated.

IV B

INFORMATION NEEDS OVERVIEW

81.23

INFORMATION NEED	DATE NEEDED	INFORMATION SOURCES
Information needs cannot be specified in advance.		

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V

DISSEMINATION

INFORMATION	DISSEMINATION FORMAT	DATE	PERSONS RECEIVING
1980-81 Evaluation Findings	Brochure and Oral Presentation	September November	ESAA Advisory Committee UT Social Psychology Department Students and Faculty
1980-81 Evaluation Findings	Brochure	October	AISD Principals and Teachers AISD PTA Presidents AISD Tri-Ethnic Committee
1980-81 Evaluation Findings	Article	October	Austin Alliance for a Smooth Transition Newsletter
1980-81 Evaluation Findings	Paper Presentation	March	American Educational Research Association
Faculty/Staff Recruitment Plan Report	Report	January	U.S. District Court
Successful Desegregation Practices	Brochure	October	AISD Principals
Successful Reading Instruction Practices	Brochure	October	AISD Principals
Self Study Questionnaires Based on School Effectiveness Research	Questionnaires	November	AISD Principals
1981-82 Evaluation Findings	Final and Technical Reports	June	School Board, Administration, and Public

VI
INFORMATION SOURCES

INFORMATION SOURCE	POPULATION	EVAL. QUES. REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
1. Systemwide Testing Technical Report	All AISD Students.	D1-1	1981-82 Report	Descriptive Statistics	
2. Iowa Tests of Basic Skills (ITBS)	All students in grades 1-8.	D1-2, D1-3, D2-1	April, 1982	Descriptive Statistics Analysis of Covariance	
3. Sequentials Tests of Educational Progess (STEP)	All students in grades 9-12.	D1-2, D1-3, D1-4	April, 1982	Descriptive Statistics Analysis of Covariance	
4. Student Master File	All students within the District.	D2-2, D3-3, D3-4, D3-5, D4-1, D4-5	Ongoing	Descriptive Statistics	Demographic data about students - e.g., ethnicity, sex, grade, etc.
5. Employee Master Record File	All teachers in the District.	D2-3, D4-2, D4-3, D4-4, D4-9, D4-13	Ongoing	Descriptive Statistics	Demographic data about teachers.
6. Informal Classroom Observations	Selected classes.	D2-4	February, March, 1981		
7. Teacher Interview	A sample of elementary teachers in paired schools.	D2-4	February, March, 1981	Content Analysis	
8. Principal Interview	Selected principals.	D2-4	February, March, 1982	Content Analysis	

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VI
INFORMATION SOURCES

INFORMATION SOURCE	POPULATION	EVAL. QUES. REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
9. Teacher Evaluation Form	Selected teachers.	D2-5	1980-81 School Year	Descriptive Statistics t-tests	
10. Interviews with District Employees	Child accounting clerks, school registrars.	D3-1, D3-2	Fall, 1981	Content Analysis	
11. Teacher Telephone Interview	A sample of district elementary and secondary teachers.	D1-5	November, 1981	Content Analysis	
12. Texas Education Agency		D4-1, D4-2, D4-5, D4-6	Fall, 1981		
13. School Records	Records of school leavers.	D3-5	February, March, 1981	Counts	
14. National Education Association	All teachers in USA.	D4-2	Fall, 1981	N/A	
15. ORE Report 80.59	N/A	D4-4		N/A	
16. AISD Department of Staff Personnel	All AISD teachers and student teachers.	D4-7, D4-10, D4-11, D4-12, D4-14	Fall, 1981	Counts	
17. College of Education (University of Texas)	All education students at UT.	D4-8	Fall, 1981	Counts	

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VII

DATA TO BE COLLECTED IN THE SCHOOLS

A. Students

B. Teachers

November, December, 1981

1. Teacher Telephone Interview: A telephone interview with a sample of District elementary and secondary teachers.

February, March, 1982

2. Teacher Interview: Interview with a selected group of teachers concerning classroom activities of reassigned minority students.

February, March, 1982

3. Informal Classroom Observations: Informal classroom observations in selected classes with reassigned minority students.

C. Principals

February, March, 1982

1. Principal Interview: Interview with principals concerning classroom activities with reassigned minority students.

D. School Records

February, March, 1982

1. Permanent Record Card, etc.: An examination of records of school leavers.

EVALUATION TIME RESOURCES ALLOCATION

81.23

ACTIVITY	DIRECTOR	EVALUATOR	INTERN	PROGRAMMER	EVALUATION ASSISTANT	SECRETARY
A. Design	2	5	3	-	3	3
B. Information Sources						
1. Systemwide Testing Technical Report	-	-	.5	-	-	-
2. Iowa Tests of Basic Skills	1	10	4	45	12	2
3. Sequential Tests of Educational Progress	1	10	4	33	8	2
4. Student Master File	1	20	10	55	20	2
5. Employee Master Record File	-	1	2	-	-	-
6. Informal Classroom Observations	.5	3	20	-	10	10
7. Teacher Interview	.5	4	20	-	10	1
8. Principal Interview	.5	4	20	-	10	1
9. Teacher Evaluation Form	-	.5	-	5	-	-
10. Interview of District Employees	-	1	8	-	2	-
11. Teacher Telephone Interview	.25	.5	-	-	20	5
12. Texas Education Agency	-	.25	.5	-	-	.25
13. National Education Association	-	-	.25	-	-	-
14. ORE Report 80.59	-	-	-	-	-	-
15. AISD Department of Staff Personnel	-	3	6	-	-	-
16. College of Education, University of Texas	-	-	.25	-	-	-
C. Interim Dissemination						
1. Findings Brochure	.25	4	-	-	10	2
2. Findings Article	-	.25	-	-	.5	.25
3. Faculty/Staff Recruitment Plan Report	1	4	11	-	5	3.5
4. School Effectiveness Questionnaires	.25	.5	4	-	.5	1

VIII

EVALUATION TIME RESOURCES ALLOCATION

ACTIVITY	DIRECTOR	EVALUATOR	INTERN	PROGRAMMER	EVALUATION ASSISTANT	SECRETARY
5. Successful Desegregation Brochure	.25	1	4	-	2	1.5
6. Successful Instruction Brochure	.25	1	4	-	2	1.5
7. District Records Documentation	.5	2	4	-	-	3
8. Literature Summaries	.5	-	20	-	-	5
D. Ad Hoc Analysis	5	40	20	45	40	10
E. Final and Technical Reports	10	60	30	-	60	65
F. Other Dissemination	5	5	5	-	10	15
G. Administrative and Other Indirect Costs	20	50	11	5	5	60
H. Total	49.75	230	211.5	188	230	194

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